

Shared Services Arrangements

X SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Culture: There is a shortage of healthcare professionals in the Paso del Norte region limiting service availability to the community.	Expand and offer healthcare pathways that mirror students' interest while collaborating with educational and workforce partners within the medical field
Climate: Students graduating from high school entering the workforce with the appropriate skill, knowledge, and familiarity to immediately enter the healthcare industry.	Offer students, specifically at-risk populations, accelerated academic opportunities such as work-based learning to acquire necessary skills and knowledge needed to be successful in their professional careers.
Instruction: high quality teachers/professionals capable of delivering needed pathway courses to students preparing them for the workforce.	Offer credentialing opportunities to teachers interested in teaching in an accelerated learning environment (i.e. dual credit) and offer competitive compensatory packages to professionals (experts) in the medical field wanting to pursue teaching.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Under the Lone Star Governance model, El Paso Independent School District (El Paso ISD) Board of Trustees established three (3) board goals for improving student outcomes. Board goal one (1) states, "increase pre-college completion rate and enrollment in trade, military, 2-year and 4-year college from 76% to 86%; industry certification, military training, or two- and four-year degree programs," (episd.org). P-TECH will use course offerings such as early college courses for all students, including at-risk, while providing work-based experience. By the 2024 academic school year, EPISD's Jefferson High P-TECH, will have 50% of students, including at-risk, receive an industry certificate, 30% will earn an associate's degree, 80% will receive college-level course, and at least 80% will graduate from high school.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

March 2019-August 2019: Analyze campus's recent College and Career Military Readiness Performance and graduation rate; School design (i.e. schedule, staff, leadership, professional development for teachers, enrollment policies and process); Introduce P-TECH program to campus faculty and community; Identify and hire teachers/professionals (healthcare experts); Draft agreement with IHE and industry partners; Revise and finalize recruitment plan (timeline, materials, strategy, etc.); Outline pathway's crosswalk base on high-demand occupation; Evaluate current wrap-around strategies; Provide projected enrollment which guarantees program populations properly reflects student demographics including all subpopulations; Conduct leadership meetings

Measurable Progress (Cont.)**Second-Quarter Benchmark**

September 2019-February 2020: TSI preparation camps at middle schools; Initiate recruitment of students; Finalize policies and processes for recruitment and enrollment; Teachers receive credentialing opportunities; Finalize pathway, certifications, crosswalks, course sequence and curriculum alignment; Develop Master schedule; Submit signed agreements for IHE and industry regional partner Finalize the list of strategic partners with each member's organization, title and role in providing work-based learning for students by grade level; Finalize Testing calendar and schedule for Texas Success Initiative (TSI), ACT, SAT or other assessments; Finalize wrap around strategies; Provide TEA P-TECH blue print (January 2020); Conduct leadership meetings

Third-Quarter Benchmark

March 2019-August 2020

- Finalize blueprint based on TEA recommendations
- Collect and evaluate TSI scores of incoming freshman
- Collect final enrollment numbers for 9th grade with their respective percentage of demographics
- Distribute program's calendar with pathway syllabus
- Provide information and schedules on academic wrap-around strategies such as tutoring or other intervention services
- Distribute calendar of upcoming events (i.e. informational sessions, open house, advisory events, etc.)
- Conduct leadership meetings
- Finalize credentialing for teachers

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

To guarantee program compliance, El Paso ISD will provide on-going monitoring that will offer continuous program oversight. Modifications will be based on campus and district level data.

At the campus level, the assigned P-TECH coordinator will collect student achievement grades, TSI scores, pathway tract progress, and students' evaluations on their work-based experiences. Campus level data will allow the P-TECH coordinator, counselors, and graduation coaches to monitor progress of students and also gauge the areas where students are not excelling. At the conclusion of each grading period, the P-TECH coordinator will provide data collected to El Paso ISD's Accountability, Strategy, Assessment, and PEIMS (ASAP) department for internal evaluation.

At the district level, collected data will include participating students' state standardized scores, end of course exam, attendance and disciplinary reports. ASAP will monitor the progress of P-TECH each year and compare it to the other El Paso ISD high school options to ensure the efficacy of the program. The P-TECH coordinator and the ASAP department will work together to ensure that the program reaches its benchmarks and attains goals. Furthermore, progress of the program will be provided to the district's Board of Trustees for review.

Throughout the year, the P-TECH coordinator will organize leadership team meetings. Progress reports will be shared with the team. Meetings will offer an opportunity to review and evaluate program milestones and address any implementation struggles. The team will determine necessary actions to modify the program to guarantee effectiveness.

Data sharing with the program's IHE and/or industry partner will need to have prior approval. To address this issue, a Memorandum of Understanding between El Paso ISD, El Paso Community College (EPCC), Medical Center for the Americas Foundation (MCA), or any additional partners as determined during the planning phase, will be created to establish a data sharing agreement to include student achievement, evaluation, pathway tract, attendance, grades and any other determined data necessary to evaluate program fidelity.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your assurance.

- ☒ Program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds; state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds; program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Applicant agrees to track and report all Performance Measures defined in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines and shall provide TEA any performance data necessary to assess the success of the school.
- ☒ Grantee will develop a P-TECH and ICIA Implementation Plan, based on the P-TECH and ICIA Blueprint and in the template format to be provided by TEA, which will be submitted to TEA for review and approval prior to applying for the 2019 -2020 P-TECH and ICIA designation.

THE FOLLOWING ASSURANCES ARE REQUIRED BY STATUTE:

- ☒ P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic mentoring.
- ☒ The P-TECH and ICIA school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
- ☒ The P-TECH and ICIA schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma, an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program
- ☒ P-TECH and ICIA programs will be provided at no cost to participating students.
- ☒ P-TECH and ICIA schools will ensure that the students are entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.

Statutory Requirements

1. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

El Paso ISD intends to redesign Jefferson High School into a school-wide P-TECH, serving at least 1100 students by 2023-24. In 2020-21, the program will welcome the first cohort of students (9th grade) and add additional grade levels each year after. Recruitment will begin in fall 2019 at the El Paso ISD Expo, allowing Jefferson to present the P-TECH model to the community. A P-TECH website will be developed (English and Spanish) offering information to parents, students, and community members. In the summer/fall of 2019, campus counselors and student ambassadors will visit and speak with multiple middle schools (public and private) across El Paso County to showcase current offerings, share information on P-TECH and its implementation. By October 2019, Jefferson will host an open house that will provide informational sessions in English and in Spanish for parents and students. El Paso ISD's online registration will open at this time and campus leaders will encourage students to enroll at Jefferson. Throughout the registration period, campus counselors and administrators will continue to visit, recruit, advertise, and distribute information to all feeder schools. Jefferson High will do a call for great teachers that will recruit qualified and certified teachers and/or healthcare professionals able to teach dual credit courses. Enrollment will be open to all students, including at-risk students, English Language Learners, economically disadvantaged, homeless, etc. Failing or low scores on state standardized tests, poor attendance and behavior, or other barriers will not be factors within determining program eligibility.

Statutory Requirements (cont'd)

2. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequence of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

With an increase in population, there are certain industry sectors that lack quality and skilled individuals to deliver service to the community, specifically in the medical field. According to the Workforce Assessment (2017), the "aging of Baby Boomers is [also] having a profound effect on healthcare providers both as employers and in service delivery." Based on the assessment, 22% of healthcare professionals are retiring leaving a need to fill in these positions (Workforce Assessment, 2017). "In addition, the aging patient population as well as changes in general population health are driving demand not only for more services but also for different services that require different skill sets," (Workforce Assessment, 2017). Therefore, the Paso del Norte region is in need of variety of healthcare professionals such as medical assistants, medical billers and coders, pharmacist technicians, medical and clinical technicians and assistants that have the appropriate skills and certification ready to join the local workforce.

In response to workforce need, El Paso ISD seeks innovative alternative options to restructure and strengthen current academic offerings with which to increase student engagement and increase the number of students who are college ready at graduation. Through a comprehensive survey, 33% of the district's student population claimed they are not being challenged in school, and 25% would like to see more high school options/courses focusing in the medical field (EPISD Climate Survey, 2018). Jefferson High, whose student population felt they are not challenged in school (70%) and want to participate in high school options closer to them (37%). District leadership identified that only 28% of Jefferson students were college ready and 76% students graduated. With low performing scores, a demand to improve campus student outcomes has been requested from students, parents, and community members. Therefore, El Paso ISD will focus efforts on converting Jefferson High into a school-wide P-TECH dedicated to the healthcare industry.

Currently, Jefferson High offers special programs such as Medical Billing and Coding and Medical Office Assistant. Through P-TECH, El Paso ISD strives to improve high school graduation rates and expand its current course offerings. If awarded, the P-TECH planning process will allow EPISD the opportunity and time to collaborate with area partners in education and industry to create an innovative curriculum that will provide traditionally underserved students the opportunity to receive industry certification in Medical Billing and Coding, Pharmacy Technician, Lab Technician or a certificate in X-Ray Technology. This collaborative process will explore avenues allowing for the completion of associate degrees in health occupation fields before or after high school graduation. Students not interested in pursuing an Associate's will have the opportunity to receive a minimum of thirty (30) hours of college credit that can be applied to a Bachelor's in Health Science or Science, in addition to their high school diploma. To ensure that every student is successful, Jefferson High P-TECH will implement a schedule to accommodate the curriculum and academic requirements for a successful execution of the program. This will allow every student the opportunity to meet the requirements of the P-TECH program and receive a high school diploma in four years. Students not interested in receiving an Associate's will still be allowed to take dual credit courses. Prior to entering the program, every student will participate in the TSI prep camps that will take place during the fall and summer in order to prepare them for their college placement exam. Students that do not receive satisfactory scores will continue to receive TSI exam prep before and after school. Campus administrators, counselors and graduation coaches will continue to offer support and provide guidance to students to ensure that students are on following their academic-degree plan.

Furthermore, EPISD will collaborate with El Paso Community College, Medical Center for the Americas Foundation, Workforce Solutions Borderplex and any other necessary community partner identified during the planning process to assist with course sequence, crosswalks and work-based experience.

Statutory Requirements (Cont.)

3. Name the IHE and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

El Paso Community College (EPCC) will be the institute of higher education for the Jefferson High P-TECH. El Paso ISD and EPCC have a long-standing partnership and support the vision of converting Jefferson High into a school-wide P-TECH by 2023-24. El Paso ISD leadership, EPCC and campus administrators will work collaboratively to outline and identify necessary courses to ensure that the students are successful in acquiring a minimum of thirty (30) hours of college credit. A formal articulation agreement will be developed and finalized prior to the second-quarter of the planning period. The agreement will state the EPCC and El Paso ISD will work together to finalize policies for curriculum alignment, instructional calendar, student enrollment and attendance, grading periods and policies, and protocols for administering the statewide assessments are done. Additionally, EPCC will assist with ensuring the interested teachers that lack the required credentialing in teaching dual-credit receive the proper certification.

4. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

The Medical Center of the Americas Foundation (MCA) was created to be the Paso del Norte's "life science hub [to create and produce] high-skill, high-wage jobs, highly trained health professionals, and attract investment in biotech to kick-start a major transformation of the region's economy, while improving health care for the region's residents," (MCA, 2018). Situated on the US-Mexico border, the El Paso community consist of a very fluid population of citizens from both Mexico and the U.S. This population creates a unique demographic composition that requires differentiated and specialized medical attention. El Paso is in need of doctors, nurses and other healthcare professionals to deliver service to its growing Hispanic population. These healthcare professionals should be bilingual, culturally aware and understanding of international border dynamics. Due to the shortage of healthcare professionals in the region, EPISD will collaborate with MCA as their regional industry partner. Partnering with MCA will offer quality work-based education opportunities, resources and attract additional partners in order to prepare the P-TECH students to be workforce ready at the time of graduation. Additionally, EPISD will collaborate with Workforce Solution-Borderplex (WSB). EPISD and WSB have a successful cooperative working relationship. Partnering with WSB ensures that the program is at align to addressing the regional workforce needs. During the planning year, EPISD, Jefferson administrators, MCA and WSB will identify and outline the work-based education for every grade level to ensure students are receiving first-hand experience in the career of their interest. Upon completion of the program, MCA, along with the additional business partners identified for the program, will offer interview opportunities prioritizing students meet employment qualifications. A memorandum of understanding (MOU) between EPISD, MCA and WSB will be developed and will outline each organizations roles and responsibilities. To ensure the program is aligned with workforce needs, the MOU will be reviewed and updated as necessary.

TEA Program Requirements

1. Describe the current leadership team. Include a list of the individuals and their titles, along with how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.

The leadership team consists of the following:

El Paso ISD: Executive Director of Innovation, Design and Development, Jason Long; Chief of Staff Coordinator, Isela Pena; Fund Development and Partnership Specialist, Daniel Vasquez; Coordinator for Instructional Materials, Ron Winkleman, Area Superintendent, Dr. Carla Gonzalez; Jefferson High School Principal, Fred Rojas, Assistant Principal of Guidance and Instruction, Patricia Benitez; Henderson Middle School Principal, Jason Yturralde, Assistant Principal, Jose Escobedo.

EPCC: Dean of Dual Credit and Early College High School, Tonie Badillo; Dean of Health Career & Technical Education, Dr. Paula R. Mitchell; Health Grants Mgr., Souraya Hajjar

Medical Center of the America's Foundation, President, Emma Schwartz; Workforce Solutions Borderplex Research Specialist, Alma Aranda; University Medical Center Chief Strategic Officer, John Law; Texas State Representative District 76 Field Representative, Carlos A. Martinez

Under the direction of Superintendent Juan Cabrera the team began to meet on August 30th, 2019 with the mission of increasing the number of college ready students. The team met and identified campuses with low numbers of college ready students and began research on accelerated school options such as P-TECH. Additionally, conversations identifying potential industry partners for the program began. By October 12th, Jefferson High was identified to host P-TECH and the campus began to identify which field of study would be implemented. On November 2nd, a meeting between EPCC and El Paso ISD was held to discuss building and strengthening a partnership for the program. By November 9th, leadership met with key members from the Medical Center of the America's Foundation and healthcare professionals from the city's Hospital District to present P-TECH.

2. Describe the current wrap-around strategies and services the campus is offering, as well as the additional strategies and services that are planned to support P-TECH.

Jefferson High offers academic and emotional wrap-around strategies for students, parents and teachers.

Academic wrap-around strategies include 1:1 laptop distribution, internet access to at-risk students, tutoring, Advancement Via Individual Determination (AVID) services, and technology access for parents. Teachers from Jefferson receive specialized professional development such as active learning framework to strengthen instruction delivery. Jefferson offers emotional wrap-around strategies focus on intervention methods that strengthen the mental and emotional well-being of the students. Interventions methods/practices come from Social and Emotional Learning (SEL), a districtwide initiative, cognitive behavior therapy (CBT) and trauma-informed care (TIC). Each intervention method offers coping practices for students experiencing trauma. Additional mental health services are offered to students in the event that the student requires therapy from professional services.

Campus administrators are committed to expanding the current wrap-around strategies. However with the addition of concentrated strategies to help students become successful, additional strategies will include but will not be limited to:

- Summer programs that will help prevent learning loss.
- College-Preparation Enrichment Program will offer student guidance on completing financial aid application.
- Career Counseling will offer best practices for job interviews and how to build their resume.
- Health services will offer vaccination and health screenings to students assigned to do their work-based learning at local hospitals, clinics, and/or doctors' offices.
- Transportation assistance will offer students transportation assistance to local hospitals, clinics, and/or a doctors' offices that are not within the proximity of their campus in order to fulfill their work-based learning requirements.

Each year, wrap-around strategies will be reviewed and evaluated by campus' administrators, faculty and staff. Adding and/or modifying any wrap-around strategies will be at the discretion of the campus administrators.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Description of Activity or Cost	Amount Budgeted
Payroll Costs (6100)	
1. <input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>
Professional and Contracted Services (6200)	
6. Professional development for incoming teachers	\$22,672
7. Programmatic Credentialing	\$22,672
8. <input type="text"/>	<input type="text"/>
9. <input type="text"/>	<input type="text"/>
10. <input type="text"/>	<input type="text"/>
Supplies and Materials (6300)	
11. <input type="text"/>	\$3,000
12. <input type="text"/>	<input type="text"/>
Other Operating Costs (6400)	
13. <input type="text"/>	<input type="text"/>
14. <input type="text"/>	<input type="text"/>
15. <input type="text"/>	<input type="text"/>
Capital Outlay (6500)	
16. <input type="text"/>	<input type="text"/>
17. <input type="text"/>	<input type="text"/>
Total Direct Costs	48,344
Total Indirect Costs	1,656
TOTAL GRANT AWARD REQUESTED	50,000
(Total Direct Costs + Total Indirect Costs)	

ATTACHMENT 1: Documentation of Collaboration

Use this form to document the collaboration with regional/local workforce board and/or chamber of commerce. Include a regional labor market snapshot aligned with the CTE program of study described in Statutory/Program Requirement #2 on page 5 of the application. The regional/local workforce board and/or the chamber of commerce should be specifically identified and names of the individuals who collaborated with the grant applicant should be listed. Limit to one page

Workforce Solutions Borderplex reports that in El Paso Metropolitan Service Area, 1,500 education and health services jobs were added in 2018, an annual percentage change of +3.3%, making it one of the top three Super Sectors identified with the most growth. It is also one of the three largest Super Sectors in the area, at 15% of the workforce as of October 2018. This size and growth is projected to continue in the next decade, with medical and healthcare jobs accounting for six of the top ten fastest growing industries for El Paso MSA including Individual and Family Services, Outpatient Care Centers, Offices of Other Health Practitioners, Other Ambulatory Health Care Services, Home Health Care Services, and Offices of Dentists (Workforce Solutions Borderplex, Labor Market Review, November 16, 2018).

El Paso Independent School District (El Paso ISD) collaborated with Medical Care for the Americas Foundation (MCA) and Workforce Solutions-Borderplex (WSB) to address the shortage of occupations in the healthcare industry. Occupations such as medical assistants, medical billers and coders, pharmacist technicians and medical and clinical technicians were ranked as top target occupations for the region.

The following occupations will be offered to accommodate the projected growth percentage forecast of the next ten years:

- Medical and Clinical Lab Technicians- 18.8%
- Medical Clinical Assistants- 29%
- Medical Health Service Managers- 50%

Individuals who collaborated with the grant applicant:

- El Paso ISD Executive Director of Innovation, Design and Development, Jason Long
- El Paso ISD Chief of Staff Coordinator, Isela Pena
- El Paso ISD Fund Development and Partnership Specialist, Daniel F. Vasquez
- El Paso ISD Coordinator for Instructional Materials, Ron Winkleman
- El Paso ISD Area Superintendent High School Division, Dr. Carla Gonzalez
- El Paso ISD Jefferson High School Principal, Fred Rojas
- El Paso ISD Jefferson High School Assistant Principal of Guidance and Instruction, Patricia Benitez
- El Paso ISD Henderson Middle School Principal, Jason Yturralde
- El Paso ISD Henderson Middle School Assistant Principal, Jose Escobedo
- President of Medical Center of the America's Foundation, Emma Schwartz
- El Paso Community College Dean of Dual Credit and Early College High School, Tonie Badillo
- El Paso Community College Dean of Health Career & Technical Education, Math and Science, Dr. Paula R. Mitchell
- Workforce Solutions Borderplex Research Specialist, Alma Aranda
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